

Physical Development (PD)

- Use one-handed tools and equipment.
- Use a comfortable grip with good control.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items.
- Be increasingly independent in meeting their needs.
- Make healthy choices about food, drink, activity and tooth brushing.

Literacy (L)

- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Read individual letters by saying the sounds for them.
- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name.

Communication and Language (CL)

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.
- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts



Expressive Arts and Design (EAD)

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail.
- Use drawing to represent ideas
- Show different emotions in their drawings and paintings.
- Explore colour and colour-mixing.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Personal, Social and Emotional development (PSED)

- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings.
- Begin to understand how others might be feeling.
- Select and use activities and resources.
- Help to find solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations

Mathematics (M)

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols, marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Count objects, actions and sounds.
- Subitise.
- Continue, copy and create repeating patterns.
- Talk about and explore 2D shapes

Understanding the World (UW)

- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to make sense of their own life-story and family's history.